HABITS OF MIND: Metacognitive Rubric for Long-term Tasks

	Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
1	**Planning**	• Rarely makes a plan/timetable • Rarely makes a checklist of tasks to be completed • Rarely collects resources ahead of time • Rarely begins work promptly • Rarely sets up a bibliography • Rarely is positive about ability to succeed	• Sometimes makes a plan/timetable • Sometimes makes a checklist of tasks to be completed • Sometimes collects resources ahead of time • Sometimes begins work promptly • Sometimes sets up a bibliography	• Often makes a plan/timetable • Often makes a checklist of tasks to be completed • Often collects resources ahead of time • Often begins work promptly • Often sets up a bibliography	• Usually makes a plan/timetable • Usually makes a checklist of tasks to be completed • Usually collects resources ahead of time • Usually begins work promptly • Usually sets up a bibliography	• Always makes a plan/timetable • Always makes a checklist of tasks to be completed • Always collects resources ahead of time • Always begins work promptly • Always sets up a bibliography • Always is positive about ability to succeed
2	**Monitoring (Progress check in middle of assignment)**	• Rarely checks to assess progress • Rarely consults teacher to assess progress • Rarely ticks off checklist of tasks as they are completed • Rarely works harder to catch up when behind • Rarely updates bibliography • Rarely maintains a positive attitude	• Sometimes checks to assess progress • Sometimes consults teacher to assess progress • Sometimes ticks off checklist of tasks as they are completed • Sometimes works harder to catch up when behind • Sometimes updates bibliography • Sometimes maintains a positive attitude •	• Often checks to assess progress • Often consults teacher to assess progress • Often ticks off checklist of tasks as they are completed • Often works harder to catch up when behind • Often updates bibliography • Often maintains a positive attitude	• Usually checks to assess progress • Consults teacher to assess progress where required • Usually ticks off checklist of tasks as they are completed • Usually works harder to catch up when behind • Usually updates bibliography • Usually maintains a positive attitude	• Always checks to assess progress • Consults teacher to assess progress when required • Always ticks off checklist of tasks as they are completed • Always works harder to catch up when behind • Always updates bibliography • Always maintains a positive attitude
3	**Evaluating**	• Rarely edits work before handing in	• Sometimes edits work before handing in	• Often edits work before handing in	• Usually edits work before handing in	• Always edits work before handing in

		• Rarely checks the checklist before handing in • Rarely checks bibliographic details • Rarely meets deadlines • Rarely is confident about the standard of work achieved • Rarely feels proud of the effort made • Rarely uses metacognitive questions to reflect upon work • Rarely evaluates in a constructive way	• Sometimes checks the checklist before handing in • Sometimes checks bibliographic details • Sometimes meets deadlines • Sometimes is confident about the standard of work achieved • Sometimes feels proud of the effort made • Sometimes uses metacognitive questions to reflect upon work • Sometimes evaluates in a constructive way	• Often checks the checklist before handing in • Often checks bibliographic details • Often meets deadlines • Often is confident about the standard of work achieved • Often feels proud of the effort made • Often uses metacognitive questions to reflect upon work • Often evaluates in a constructive way	• Usually checks the checklist before handing in • Usually checks bibliographic details • Usually meets deadlines • Usually is confident about the standard of work achieved • Usually feels proud of the effort made • Usually uses metacognitive questions to reflect upon work • Usually evaluates in a constructive way	• Always checks the checklist before handing in • Always checks bibliographic details • Always meets deadlines • Always is confident about the standard of work achieved • Always feels proud of the effort made • Always uses metacognitive questions to reflect upon work • Always evaluates product in constructive ways.
4	**Acting (upon mistakes)**	• Rarely attempts to learn from mistakes • Rarely consults with teacher to learn from mistakes • Rarely attempts tasks again to make improvement in understanding • Rarely attempts tasks again to make improvement in skills • Rarely feels positive about the task/domain	• Sometimes attempts to learn from mistakes • Sometimes consults with teacher to learn from mistakes • Sometimes attempts tasks again to make improvement in understanding • Sometimes attempts tasks again to make improvement in skills • Sometimes feels positive about the task/domain	• Often attempts to learn from mistakes • Often consults with teacher to learn from mistakes • Often attempts tasks again to make improvement in understanding • Often attempts tasks again to make improvement in skills • Often feels positive about the task/domain	• Usually attempts to learn from mistakes • Usually consults with teacher to learn from mistakes • Usually attempts tasks again to make improvement in understanding • Usually attempts tasks again to make improvement in skills • Usually feels positive about the task/domain	• Always attempts to learn from mistakes • Always consults with teacher to learn from mistakes • Always attempts tasks again to make improvement in understanding • Always attempts tasks again to make improvement in skills • Always feels positive about the task/domain